DOCUMENT RESUME

ED 191 577 PS 011 676

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TITLE Eagle Butte, South Dakota Basic Educational Skills Project Program Description.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE 80
CONTRACT 105-79-T033
NOTE 66p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Agency Cooperation; *American Indians; *Basic Skills; Coordination; *Curriculum; Educational Cooperation; Elementary Education; Objectives; *Parent Participation; Preschool Education; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS Cheyenne (Tribe); *Project Head Start

ABSTRACT

This program description of a basic educational skills (BES) project located on the Cheyenne River Indian reservation in the town of Eagle Butte, South Dakota, discusses four components of the BES program. The introductory chapter indicates features of Indian life and their relationship to the educational program. For example, Cheyenne Indian children are bussed as far as 70 miles to school in Eagle Butte. In Chapter II the Head Start curriculum and its proposed goals are discussed in relationship to teacher attitudes and behavior, parent involvement, and continuity between home and school. Also, curriculum content and teacher methods used to impart BES to kindergarten through sixth grade children are described. Elementary school BES curriculum goals and steps taken to reach those goals are then presented. Relationships between the curriculum and other BES program elements are indicated. Chapter III describes the parent involvement component of the BES Program. General parent involvement goals and specific activities, such as providing parents with child development information and learning activities for the home, are described. Chapter IV overviews the teacher attitudes and behavior component of the program. Chapter V discusses continuities between educational agencies, schools, grades and homes and discusses policy related to student absenteeism and the implementation of the Responsive Education Program. A report to the superintendent of schools is appended. (Author/RH)

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ED191577

EAGLE BUTTE, SOUTH DAKOTA
BASIC EDUCATIONAL SKILLS PROJECT
PROGRAM DESCRIPTION
1980

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PS 011676

The project reported herein was performed pursuant to a grant from the Administration for Children, Youth, and Families, Department of Health, Education, and Welfare (contract number HEW 105-79-103). However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, the Department of Health, Education, and Welfare, or the Far West Laboratory for Educational Research and Development, and no official endorsement by these agencies should be inferred.

SEP 2 1980

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I. Introduction

The town of Eagle Butte is located on the Cheyenne River Indian reservation in central South Dakota. The vast tract of reservation land contains over two million acres and measures approximately one hundred miles by seventy miles wide. There are 22 small rural towns on communities on the reservation.

Eagle Butte has a population of approximately 2,665 people. Eighty percent of the community is Native American and 20% is Caucasian. The town is surrounded by miles of gently rolling prairie that has been converted over the years into pasture land or has been cultivated. The nearest city is Pierre, the State Capitol, one hundred miles from Eagle Butte.

Children are bussed as far as 70 miles to go to school in Eagle Butte. Some of these children live in dormitories in Eagle Butte throughout the school year. Today, children go home on weekends and at vacation time. This practice of bussing children great distances to live in dormitories away from home has gone on for generations. Recently, parents have been trying to keep their children living at home with them during the school year. These children must travel to Eagle Butte on buses and return home each night. It is not uncommon for them to spend two hours of each school day on a bus.

Many parents of the current generation of school children did not live at home when they went to school. Today's parents were not raised by their own parents. Because great distances separated home from school, many lived and were reared in dormitories when they were attending school. They visited their homes only over Christmas and during summer vacation. This has created profound and enduring consequences now that yesterday's children are today's parents. They have had limited exposure to the intimate parent and home-based child rearing process. They have had a limited history of watching parents rear siblings; they have seen parents play a very small educational

part in children's lives. These people, who are now themselves parents, must learn how to raise children by trial and error and by instinct. They have vague memories and images of parenting at their beck and call to guide their own child rearing efforts. In short, they are parents inventing the culture of child rearing and the family.

It goes almost without saying that these parents are finding it difficult to learn how to parent. Nevertheless, many of them are choosing to raise their children at home, and to send them many miles and long hours to and from Eagle Butte's schools each day.

The reader should understand that the above paragraphs do not describe the current reality of a small number of families that live in the Eagle Butte area but the everyday challenge of many parents who now bus their children to school in Eagle Butte.

Many of the children who live in Eagle Butte and the surrounding areas come from single parent families or extended families. Many, in addition, live with foster parents. Some of these children live in two or three different foster homes per school year. This is a transitional phase through which children and families must pass as the community struggles to return to home and family based child rearing. The family is very important to the people in Eagle Butte despite some dormitory child rearing practices and other historic developments that may have weakened the traditionally strong family ties of the Lakota.

The Lakota people live from day to day and children are not raised to be future-oriented. The Indian culture allows children to make decisions for themselves. In general, people here have respect for the decisions of others and for each person's individuality. People gain the respect of others by sharing what they have. The Lakota are a very generous people. Money has no

long range importance, and the accumulation of monetary wealth is not a value.

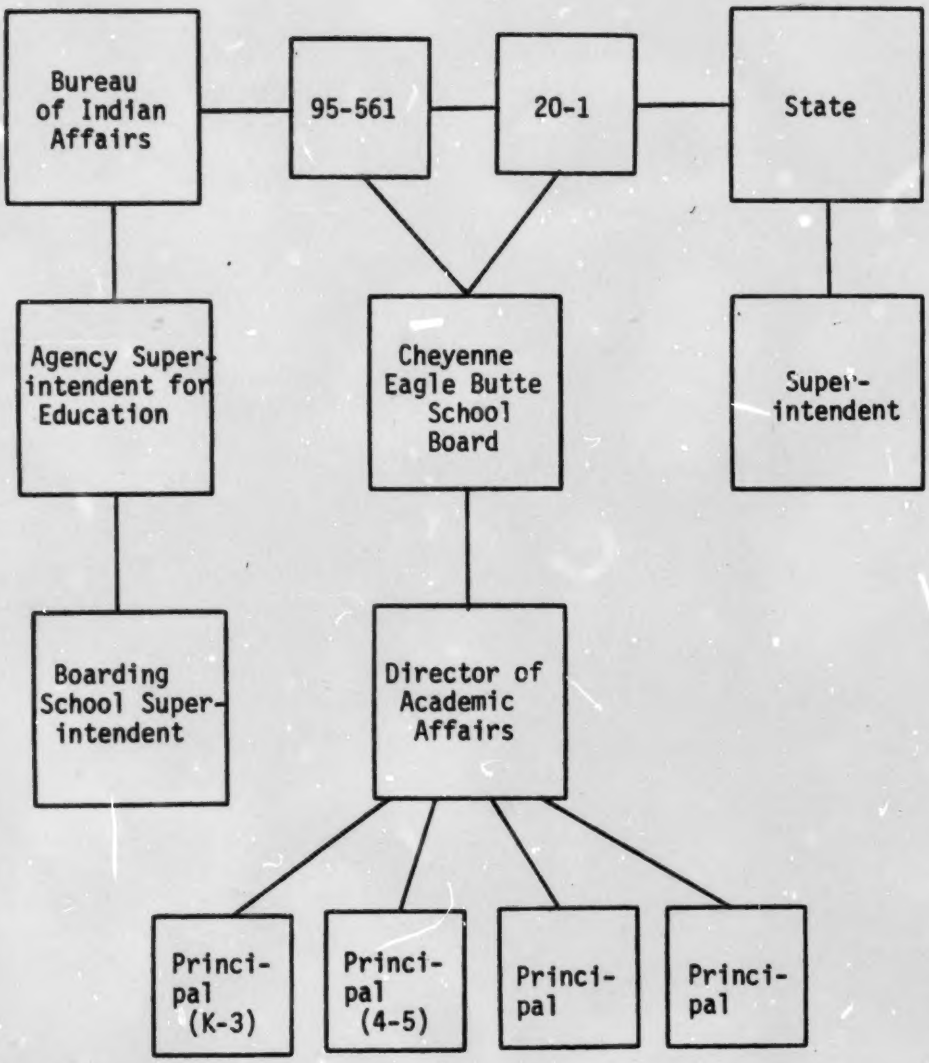
People in the Eagle Butte community today are either self-employed in ranching, farming, and small business; or they hold jobs provided by the various federally funded or tribe-funded programs. Many are employed by the Bureau of Indian Affairs in schools and offices. The Public Health hospital also employs many individuals. There are no major industries located in the region. Today, many people in the community are on welfare.

The Cheyenne Eagle Butte School System is managed by three groups: the Bureau of Indian Affairs, the Cheyenne River Sioux Tribe, and the Eagle Butte Independent School District 20-1. (See accompanying organizational chart.) The schools in Eagle Butte operate under a cooperative agreement between the Eagle Butte School District and the Bureau of Indian Affairs. The schools are Bureau Schools operating under Bureau policies. Under PL 95-561, which endorses local control of schools, the Cheyenne Eagle Butte School Board is responsible for the hiring of teachers and other educational staff members.

The Eagle Butte BES program currently has five full-time staff members. The BES Program Director is Betty Ann Bringman. She is responsible for carrying out the goals and objectives of the program and for day-to-day program administration. She supervises the BES staff and is responsible for coordinating the BES program with Eagle Butte's Head Start program, the school system, the Tribal Council Education Committee, and other policy groups. She is responsible for establishing and maintaining the BES Planning and Advisory Committee.

Gilbert Agneaux is the BES Training Coordinator. He is responsible for planning and implementing the training component of the BES Program. This includes completing a trianing needs assessment of parents, teachers, and other program participants, and developing a training plan for all the

ORGANIZATION OF THE CHEYENNE EAGLE BUTTE SCHOOLS



participants in the BES Project.

Kenneth Counting, the BES Parent Coordinator, is responsible for the total Parent Involvement Program. His responsibilities include serving as liaison between home and classroom, and organizing and developing a program for parents to help them develop their parenting skills. He will also work with teachers and parents to plan specific learning activities to be used when the child is at home.

The BES Secretary/Bookkeeper, Judy Kessler, is responsible for maintaining all records required by the BES Project, and for typical secretarial activities. She also prepares the payroll, pays bills, and prepares a quarterly financial report.

The fifth position on the Eagle Butte BES staff is that of Curriculum Specialist. This position is held by Susan Arpan. Her job responsibilities include assisting the teaching staff of Head Start and the elementary schools in implementing the goals and objectives of the BES Project by 1) developing their teaching methods, 2) working with teachers and principals to plan and implement a developmentally based, sequential curriculum from Head Start through the sixth grade that provides continuity of experiences for children throughout their preschool and elementary education, and 3) helping teachers develop individualized instructional plans for each child. The Curriculum Specialist will also be responsible for working with other BES staff members to ensure continuity between educational experiences offered children at school and at home.

The elementary school principals and the BES Policy Advisory Committee see the Curriculum Specialist as a person who plays an important part in unifying and coordinating the educational experiences of the children in

Eagle Butte.

The following are the members of the Eagle Butte BES Policy Advisory Committee. The committee meets monthly, and is in the process of setting up supplemental meetings to study special local educational problems described in detail later in this Program Description.

The Eagle Butte BES Policy Advisory Committee

Tanya Ward	Principal	K - 3rd grade
Gerald Stapert	Principal	4th & 5th grade
Muriel Bierle	Principal	6th - 8th grade
Faye Reeves	Director	Head Start
Karen Lamb	Teacher Supervisor	Head Start
Ardis DePoy	Parent	
Dewey Bad Warrior	Parent	
Lanny La Plante	Tribal Education Committee Member	
Elizabeth Duncan	Teacher	2nd grade

II. Curriculum

This section of the Program Description is divided into two parts. The first describes the Head Start curriculum as it currently is and the plans being made to improve it. The state of the Head Start curriculum and proposed goals are then discussed in relation to the other BES Program elements: Teacher Attitudes and Behavior, Parent Involvement, and Continuity. The second part of this section describes the curriculum content and teacher methods currently used to impart basic educational skills to kindergarten through sixth grade children. The elementary school BES curriculum goals and the steps taken to reach those goals are then presented. The elementary school curriculum is

then related to the other BES program elements noted above.

The Eagle Butte Head Start Curriculum at the Luke Gilbert Center

In January, 1980, the Head Start Center moved into a one-story building that was constructed to accomodate elderly people. The Head Start classrooms were originally designed to be apartments for the elderly. They are therefore quite small; and into them 7 to 12 children and a teacher are seated in chairs around a table. As a result of these cramped physical conditions learning centers are not feasible and teachers frequently resort to teacher-directed activities that all the children must perform simultaneously. This may be the cause of the restlessness we observe and the discipline problems that teachers identify. A needs assessment done by the BES staff with the Head Start teachers revealed a desire for training in handling discipline problems and providing large-muscle activity.

The Head Start administrator and coordinator have recognized the problems caused by too little classroom space. To alleviate these, they have taken two larger areas and converted one into a large-muscle center, the other into a creative expression room. There are eight individual Head Start classrooms in the building, with approximately 7 to 12 children assigned to each. Down the hall is the large-muscle area and a small housekeeping room. In another section of the building, not too far from the classrooms, is the creative arts center.

The day is divided into time periods so that each of the eight Head Start classes have an opportunity to spend time in both the large-muscle and creative arts areas. A typical day runs as follows.

Typical Head Start Daily Schedule

7:30	a.m. -	8:00	a.m. Teacher's time
8:00	-	8:30	Children arrive
8:30	-	9:15	Breakfast
9:15	-	9:45	Large-muscle activity outside of the classroom
9:45	-	10:50	Table activities in the classroom
10:55	-	11:30	Art activities in the creative arts center
11:30	-	12:15	p.m. Lunch
12:20	-	1:00	Nap in the classroom
1:00	-	1:25	Table activities in the classroom
1:25	-	1:30	Children depart

(This is a rotating schedule. Not every classroom does the same thing at the same time.)

The children are divided into classes by age. There are classes for three-year-olds, some classes that combine four- and five-year-olds, and others for five-year-olds who will next enter kindergarten.

In order for these children to be afforded more time to engage in developmentally appropriate learning activities, one of two major changes must occur. Removal of walls between rooms would create more classroom and learning center space. Or (and this is the suggestion of the facilitator) the classrooms, all of which are off a common hallway, could be converted into specific learning centers, with the children free to move from one room to another. A teacher would be stationed in each room to engage in learning activities with the children. The Head Start administrators and coordinators have expressed interest in this idea, provided that each child still remain able to form a meaningful on-going attachment to one teacher, who would be special to that child.

The content of the Head Start curriculum assures that teachers focus on the development of basic educational skills.

Language development activities include listening to stories and talking about them in groups, retelling stories, developing vocabulary and using complete sentences to communicate ideas, listening carefully, passing on

messages accurately, naming and describing the characteristics of objects and sense experiences, and identifying colors and body parts.

Pre-reading activities include listening to and telling stories, looking at picture books, practicing a left-to-right pattern of following words in print, and turning pages.

Children have a variety of science experiences as part of the Head Start curriculum. Teachers discuss the seasons of the year. Rocks, animals, and plants are brought into the classroom and become the focus for questions and learning. Several teachers have small indoor gardens with potted plants next to windows. The children often are taken on field trips and hikes, where they have an opportunity to learn about the natural world first-hand. In the classroom, children are presented with items that float on water and others that sink. They learn about magnets and discover the properties of ice and snow.

The math curriculum includes stringing beads, using the peg board, and recognizing geometric shapes and sets. Children are also provided the opportunity to learn numbers and are introduced to problems of weight, time, and volume through concrete experiences. The Hap Palmer records are used, and concepts like more/less, first/last, small/big, and before/after are demonstrated in concrete ways. In the creative arts area, children have an opportunity to use the sand table to measure and fill containers of various sizes.

Teachers pay conscious attention to developing self-concept. Children are praised for their achievements, and receive adult attention and care. Attention is paid to developing the other positive learning attitudes listed in the BES Guidelines. The preservice training, to be given in the fall, will focus on how teachers can further develop these attitudes in children. Thereafter, Head Start teacher training and the supervision of Head Start teachers will focus

on this area; and teachers will develop a learning attitude profile sheet for each child and will plan ways to consciously develop these attitudes in the course of the child's Head Start day.

The needs assessment of Head Start teachers done by the BES staff revealed that the teachers would like to enrich the science experiences that they provide the children, and to develop home visiting skills. Preservice teacher training workshops have been scheduled by the facilitator to cover these areas.

Although the content of the Head Start curriculum stresses the child's development of basic educational skills, the teaching methods, as stated above, are not as developmentally appropriate to three-, four-, and five-year-olds as they might be. For most classroom learning activities, the children and teacher are seated around tables. The teacher chooses activities to present to the children and, as much as possible, involves the children in table activities. As stated above, the available space and limited classroom size do not lend themselves to the use of learning centers; however, children can make choices of activities in the classroom.

It should be understood by the reader that Head Start recently moved into the current site which, as stated above, was built to be a residence for senior citizens and not a school or child care center. Therefore, making the space more suitable to the needs of children will require modifications in the building and grounds. It is anticipated that by fall of 1980 structural changes will be made in the interior that will permit children to spend more time actively engaged in learning activities.

Since the Head Start Center only recently moved into the building (January of 1980), its exterior grounds need improvement for children. Plans are being made to create a playground, and the equipment for it has been ordered. It is hoped that the playground will be finished for the opening of

Head Start in the fall of 1980.

The Head Start Director and staff have read and discussed the Responsive Education Program Description and recognize that while some Responsive educational processes are currently being carried out in their Head Start Program, others are not.

Some of the objectives of the Responsive Education Program that are presently evident at the Eagle Butte Head Start Program are:

1) The reading experiences provided to the children build on what they know, their culture, and their interests.

2) Reading is used as a tool for information gathering.

3) Math activities move from the concrete to the abstract. Children use manipulatives to solve problems and relate math activities to problems in their daily lives.

4) Math activities encourage children to perceive relationships between numbers and objects.

5) Children have many experiences with paper and pencils, cutting, threading beads, drawing designs, etc. to develop the fine-motor skills necessary for writing.

6) Language is used appropriately to designate and describe time and place, and the children are encouraged to develop precise and descriptive oral language skills.

7) Opportunities are provided for children to ask questions and identify problems connected with particular phenomena in their everyday lives.

8) Children have the opportunity to use all of their senses to collect data for solving problems (observation, listening, tasting, touching and manipulating, smelling, movement).

9) Children make predictions about outcomes from simple experiments and experiences.

10) Activities incorporate learners' background and culture.

The following are some of the objectives of the Responsive Education Program. The Head Start staff have expressed the desire to make changes that will foster these characteristics, and the facilitator has agreed to provide

the necessary guidance and staff training:

1) Space arrangements provide for flexibility.
2) Learners have meaningful options regarding where to work.
3) Learners move freely from one area to another.
4) Learners make decisions about activities and/or ways to do things.
5) Learners initiate activities.
6) Learners generate some of their own tasks.

Parent Involvement in Head Start Curriculum

Parents are encouraged to volunteer to work in Head Start classrooms. In fact, when a Head Start teacher is absent, a parent substitute is selected from a list of those who have volunteered and demonstrated their ability to work effectively with young children. When Head Start teachers leave their jobs, parents who have successfully participated as classroom volunteers are given preferential status in the hiring of the replacement teacher. This possibility of employment as a full-time or substitute Head Start teacher is an incentive for parents to volunteer.

Head Start teachers make two home visits during the year. These visits are used to better acquaint the parent with the child's progress. The teachers suggest things parents can do at home to foster the child's development and facilitate the acquisition of basic educational skills.

Two goals of the Head Start BES Parent Involvement and Curriculum Components are 1) to provide workshops and individual conferences with Head Start parents to discuss child development, and 2) to suggest activities that the parent can perform at home with the child. Several steps have been taken toward these two goals. First, a workshop was conducted by Ron Lally for parents

of children in Head Start through sixth grade, demonstrating the different stages of a child's cognitive development. The workshop was attended by between 20 and 30 parents. They were introduced to books containing learning activities suited to the developmental stages of their children. As a result of this workshop, parents expressed the desire to learn more about the developmental characteristics of their children and about learning activities they could carry out at home. To achieve the second goal, Head Start teachers have begun to send parents sheets of suggested learning activities that they can conduct at home. To supplement these teacher-made sheets, Head Start teachers and the BES staff plan to use the basic educational skills Parent/Child Activity Cards developed by the Chattanooga Public Schools. These are discussed in more detail elsewhere in this Program Description. However, beginning in fall 1980, the BES staff will hold workshops and individual meetings with parents of Head Start and elementary-age children to distribute the cards and demonstrate simple activities for teaching basic educational skills to children.

The BES staff also plan to work with the Reading is Fundamental Program (RIF) in Eagle Butte to distribute free books to all Head Start and elementary-age children. The BES staff are also planning to establish a BES resource and activity lending library for parents in a building that is currently vacant. These two projects are described in more depth later in this Program Description.

Teacher Attitudes and Behaviors in the Head Start Curriculum

The Head Start teachers are currently implementing a curriculum that focuses on the development of educational skills. And to the extent present physical limits allow, teachers have developed a class schedule that combines table activities with large-motor and expressive ones. The teachers interact with children in positive ways. The curriculum now offered to Head Start

children is presented in developmentally appropriate ways, given the physical limitations. This summer the building will be remodeled, so that in the fall of 1980 teachers will be better able to provide children with learning centers and more opportunity to choose activities.

Also in the fall, Head Start teachers will be trained to develop a Basic Educational Skills Learning Attitudes Profile Sheet for each child, and to encourage those attitudes as they provide experiences that will develop basic educational skills.

Plans have been made by the facilitator and the BES staff to combine the Learning Attitude Profile Sheet with the Responsive Education Program's Classroom Evaluation Form into an instrument that can be used by Head Start and elementary school teachers and program supervisors to assess the implementation of the BES Program in classrooms. It is anticipated that this instrument (The Responsive Process Observation Schedule) will be developed in time to be used with a workshop during the fall 1980 preservice staff training program for Head Start and elementary school teachers. Thereafter, the facilitator and program supervisors at Head Start and in the elementary schools will be responsible for using their evaluation instrument with teachers, and will base future inservice teacher training objectives on information gleaned from its use.

Continuity in the Head Start Curriculum

The Eagle Butte BES Program staff, in their work with Head Start and kindergarten teachers and parents, have developed several foci for future efforts to ensure that continuity is developed between the child's experiences in Head Start and kindergarten, and between the home and Head Start. Some of these efforts are new, while others build upon current Head Start practice.

Two related goals that are built on current Head Start efforts to develop continuity between home and classroom will be: to strengthen and expand the use of parent volunteers in the Head Start classroom; and to use the Inventory of Parent Interests, compiled by the BES staff, as a means of involving parents in Head Start classrooms and for use at home as a starting point for teaching basic educational skills.

In their interest/needs assessment of Head Start parents, the BES staff have learned in some detail what conditions would encourage parents to spend time with children in Head Start, and what kinds of activities parents would feel comfortable conducting in the classroom with a child or small group of children. This information has been compiled and will be distributed to Head Start teachers in the fall. (A similar list addressing parents with children in kindergarten through the sixth grade has been compiled and will be distributed to all elementary school teachers this fall).

Head Start teachers and BES staff members will use the information contained in the Inventory of Parent Interests to encourage parents to spend time in the Head Start classroom, and to prepare the environment so that more parents will be likely to want to participate at the center.

The other major BES Program objective is to develop continuity between the home and the Head Start classroom. The use of the basic educational skills Parent/Child Activity Cards developed by the Chattanooga Public School District will begin in the fall of 1980. These will provide easy-to-understand and easy-to-do preschool activities that parents can undertake at home using everyday household materials, in the context of typical daily life, to develop the educational skills of children. In fall 1980, as previously noted, the BES staff are planning to conduct workshops for teachers and parents to

demonstrate the use of the cards. The BES staff will also make home visits to explain the use of these cards and to distribute them. Working with the teacher, the BES staff and parents will select those activities that can best strengthen the skills of a particular child.

Several steps have been taken by the BES staff to ensure that Head Start children will have a smooth transition to kindergarten. This spring, Head Start teachers and those children who will enter kindergarten in the fall spent a day in kindergarten. Head Start students met and talked with the kindergarten teacher and spent time with the children in the classroom. Both Head Start children and teachers benefited from the visit. The Head Start children began a relationship with the teacher they will have in the fall; the Head Start teachers had an opportunity to observe a day in kindergarten.

The Eagle Butte BES staff also arranged a series of meetings between Head Start teachers and administrators and kindergarten teachers and the principal. The focus of the meetings was the development of process and procedure whereby Head Start teachers could share information about children entering kindergarten with the kindergarten teachers. As a result of the discussion, a form to record such information is being created, and plans are being made for the Head Start and kindergarten teachers to meet and discuss each child in the fall.

There were several other developments at these meetings. First, plans were made for Head Start administrators and teachers and the kindergarten teachers and principal to meet in the fall to orient each other to their curriculum offerings, and to coordinate their curricula so that children can enjoy a continuity of activities that are sequentially related from Head Start through kindergarten. Secondly, at the request of kindergarten teachers, visits to Head Start classrooms will be arranged for them in the fall. And third and most important, in the future the Head Start and kindergarten teachers

will join together for both preservice and inservice staff training.

Note should be taken that the Eagle Butte BES staff are responsible for having planned and brought about these several efforts to improve continuity between Head Start and kindergarten. Although attempts have been made previously, the exchange visits, joint teacher training, student information exchange, and curriculum coordination happened for the first time in Eagle Butte as a result of efforts by the BES staff. The BES initiative has provided the staff and time to carry out these important tasks.

The Eagle Butte Elementary (K-6) Curriculum

The K-3 school in Eagle Butte is in a building adjacent to the one housing grades 6 through 12. The fourth and fifth grades are in a separate building, approximately one mile from the others. Until the BES staff began their work, this separation of the elementary grades, principals, and teaching staffs had impeded the coordinated development of the curriculum and teaching throughout the elementary system. Lack of time and infrequent communication were also contributing factors. Evidence of this will be presented in this section and the subsections that discuss Teacher Attitudes and Behavior, Continuity, and Parent Involvement.

The following description of the elementary curriculum will address subject matter, content areas, and the teaching methods used.

The South Dakota Department of Education and Cultural Affairs, Division of Elementary and Secondary Education has developed a Language Art Curriculum Guide for Kindergarten Through the Twelfth Grade, and a Guide to Social Studies, Kindergarten Through the Twelfth Grade. The principals report that the use of these guides by teachers for curriculum planning is not consistent. Instead,

commercially published texts for each of the subject matter areas are used in the elementary schools. The Houghton-Mifflin Reading Series, a developmentally based sequential reading approach and curriculum, is used from kindergarten through the sixth grade. The Scott Foresman Math Series was chosen to be the foundation for math instruction by a committee representing teachers from all elementary grades. The Spectrum Math Series was chosen to provide supplemental math curriculum materials for the second through sixth grade.

Some teachers use the Roberts English Series for teaching grammar. Others have developed their own English grammar curriculum using various texts. The principals report a general dissatisfaction with the Roberts English Series; all the elementary teachers have expressed a desire for a uniform, developmentally appropriate, sequenced English language curriculum for kindergarten through the sixth grade. Planning for the development of such a curriculum has begun.

There is also a need to develop an elementary science curriculum. Currently, little continuity exists from grade to grade in science instruction. The science curriculum within grades also needs development.

In their interactions with their students, elementary teachers encourage the development of self-esteem as a learner. This is not done as an overt, formal focus of instruction; it is handled individually and informally as the teachers work with children. The other positive learning attitudes listed in the BES Project Guidelines are not conscious foci of instruction. The amount of indirect emphasis and recognition of these attitudes as values to be achieved through instruction varies greatly among the elementary teachers. In general, however, they are not central to the curriculum in the elementary schools.

In summary, there is a great need, expressed by all principals and many teachers, for the development of a consistent, coordinated, sequential, developmentally based curriculum for each subject matter area, both within and between

grades from kindergarten through the sixth.

Daily Schedules

To give the reader an understanding of how the daily classroom activities are organized, two typical class schedules have been reproduced below, from the kindergarten through third grade school and the fourth and fifth grade school.

A First Grade Class Schedule

8:30 - 9:00 -- Say the pledge, say the date, have show and tell, take attendance, pass out papers that need correcting, give new seatwork assignments for the day, give handwriting lesson.
9:00 - 9:35 -- Small-group reading session with my lowest group
9:35 - 9:45 -- Start small-group reading session with my middle group
9:45 - 10:00 -- Morning recess
10:00 - 10:25 -- Continue middle reading group
10:25 - 11:00 -- Small-group reading session with top group
11:00 - 11:05 -- Get ready for lunch
11:05 - 11:30 -- Lunch
11:30 - 12:00 -- Storytime, singing, records, filmstrips
12:00 - 12:30 -- Finish up reading with flashcards, individual or small groups
12:30 - 1:00 -- Small-group math session with top group
1:00 - 1:15 -- Recess
1:15 - 1:45 -- Small-group math session with my lower group
1:45 - 2:00 -- Help children finish up individual work for the day
2:00 - 2:30 -- Language - phonics and spelling

When the day goes until 2:55, we have time for science, social studies, or health. On Fridays we cut math somewhat to allow 1:30 - 2:30 for art.

A Third Grade Class Schedule

8:00 - 8:25 -- Bathrooms, sharpening pencils
8:30 - ------- Flag salute, roll call
8:35 - 9:20 -- Reading Lab -- small group
" " -- Sam, alternative reading groups, also Lang. Arts
9:25 - 10:15 -- Team teaching, reading alternative
10:15 - 10:30 -- Free time
10:30 - 11:10 -- Mrs. White - small group
10:35 - 11:10 -- Spelling, Mon. Wed. Fri.
Phonics, Tues. and Thurs.
11:10 - 11:20 -- Bathrooms
11:20 --------- Lunch
11:45 - 12:35 -- Math (team teaching) alternating groups

12:40 - 1:15 -- Mon. Social Studies
Tues. Movies
Thurs. Science
Wed. & Fri. English
12:40 - 1:15 -- Mrs. White, individual help
1:05 - 1:25 -- Tues. & Thurs.; Mrs. Joens - small group speech
1:15 - 1:30 -- Writing, Tues., Wed., Thurs., Fri.
1:00 - 1:30 -- Library Monday
1:30 - 2:00 -- Recess
2:00 - 2:25 -- Social Studies on Monday
Miss Vickers on Tues. and Thurs., small group counseling
Music on Wed.
Art on Friday
2:00 - 2:25 -- Reading Lab - alternate groups
2:00 - 2:30 -- Mrs. Joens - individual help, speech

A Fourth Grade Class Schedule

8:30 - 9:00 -- Math (some go to Math Lab)
9:00 - 9:30 -- Math Lab students work in class
9:30 - 9:45 -- Recess
9:45 - 11:15 -- Reading classes
9:45 - 10:15 -- Passports
10:15 - 10:45 -- Medley
10:45 - 11:15 -- Kaleidoscope
(During this period, five pupils go to Reading Lab at two different times)
11:20 - 12:10 -- Noon Lunch
12:15 - 12:50 -- English
12:50 - 1:15 -- Spelling
12:50 - 1:45 -- (Lab aide works with three boys) Language Arts
1:15 - 1:45 -- Social Studies
1:45 - 2:00 -- Recess, Mon. Wed. Thurs.
2:00 - 2:45 -- Monday Social Studies, Science, or Health
1:45 - 2:45 -- Tues. and Fri. P.E.
2:00 - 2:45 -- Wed. Indian Culture with Miss Bowmann's class
2:00 - 2:45 -- (Thurs.) Art or movies - free choice

On Mondays 2:15-2:45 there is free time at Library for those who finish requirements for the week.

A Fifth Grade Class Schedule

Monday: 8:30 - 9:00 -- Spelling
9:00 - 10:30 -- Reading
10:20 - 11:00 -- T.V. (Inside Out)
11:00 - 11:25 -- Social Studies
11:25 - 12:10 -- Noon
12:10 - 12:20 -- Story Book

	12:20	- 1:20	-- Math
	1:20	- 2:00	-- Library
	2:00	- 2:15	-- Language
	2:15	- 2:30	-- T.V. (Our Living Language)
	2:30	- 2:45	-- Health
Tuesday:	8:30	- 9:00	-- Spelling
	9:00	- 10:20	-- Reading
	10:20	- 11:25	-- P.E.
	11:25	- 12:10	-- Noon
	12:10	- 12:20	-- Story Book
	12:20	- 1:20	-- Math
	1:20	- 2:10	-- Language
	2:10	- 2:45	-- Health
Wednesday:	8:30	- 9:00	-- Spelling
	9:00	- 10:20	-- Reading
	10:20	- 11:25	-- Weekly Reader
	11:25	- 12:10	-- Noon
	12:10	- 12:20	-- Story Book
	12:20	- 1:20	-- Math
Thursday:	8:30	- 9:00	-- Spelling
	9:00	- 10:20	-- Reading
	10:20	- 11:25	-- P.E.
	11:25	- 12:10	-- Noon
	12:10	- 12:20	-- Story Book
	12:20	- 1:20	-- Math
	1:20	- 2:10	-- Language
	2:10	- 2:45	-- Health
Friday:	8:30	- 9:00	-- Spelling
	9:00	- 10:20	-- Reading
	10:20	- 11:00	-- Social Studies
	11:00	- 11:25	-- Career Ed. or Handwriting
	11:25	- 12:10	-- Noon
	12:20	- 1:20	-- Story Book
	1:20	- 1:45	-- Language
	1:45	- 2:00	-- T.V. (Lands & People of Our World)
	2:00	- 2:45	-- Music

On two occasions, the facilitator made visits to classrooms throughout the elementary schools. For the most part, children were quiet at their seats working in workbooks; it seemed that the children spent considerable time working this way. The impression was that of a gulf between the child and what the child was learning. Very little personalization of learning was observed -- where academic skills and the teaching thereof build upon and are related directly to

the interests of the individual. This is not to say that workbooks are not productive learning aids. But the desire to learn, and learning itself, are more effectively and permanently implanted in a child when the learning experience builds upon and extends the self. It seemed that the workbooks not only separated the child's self from learning but also came between the teacher and the children. The teachers interacted with their students through the workbooks, but not directly. As a result, the focus of meaning became the workbook and not the student-teacher relationship.

Although most elementary school classrooms are set up in the traditional manner, kindergarten classrooms have learning centers. Children work at these centers or in small groups with the teacher. Teachers in the other elementary grades do team teaching in subject matter areas like art, music, science, reading, and math.

The principals and teachers have stated that a major BES Project goal for the Eagle Butte Elementary School is to develop and implement a developmentally appropriate, sequential curriculum for all subject matter areas and in all grades. To carry out this goal, elementary teachers and principals, with help from the facilitator, will hold a series of meetings which will form a "Study For Curriculum Continuity". This study will produce a curriculum guide for all elementary teachers in Eagle Butte. The guide will list curriculum objectives for each grade and subject matter area. These objectives will include Responsive Education Program principles and will be organized around the basic educational skills and learning attitudes listed on page 12 of the Basic Educational Skills Project Guidelines.

In addition to the Elementary Curriculum Guide, an evaluation instrument will be developed that combines features of the Responsive Educational Program's Classroom Observation Schedule and the basic educational skills and attitudes.

Elementary school principals, program supervisors, and elementary teachers will be trained to use this instrument to evaluate classroom curriculum and teaching methods. It will be used as the yardstick by which the implementation of the Responsive Education, Basic Educational Skills Curriculum in Eagle Butte's Elementary School (and Head Start) classrooms will be measured. Data gathered from its use with classroom teachers will also help determine the focus of teacher training activities.

A second goal stated by the elementary school principals and teachers is the development of individualized instruction. Inservice training was provided to teachers of kindergarten through the third grade. This training focused on the principles and techniques of diagnostic/prescriptive teaching and the development and use of Individualized Education Plans (IEPs). Teachers and principals have expressed the desire for more training in this area. Help was specifically requested in charting the individual child's acquisition of basic educational skills and learning attitudes, recording children's developmental progress and academic achievements, and using this data to create individualized educational plans. The facilitator has agreed to provide this training as part of the fall preservice training and throughout the 1980-81 academic year.

Parent Involvement in Elementary School Curriculum

Currently, except for twice-yearly parent-teacher meetings and home visits made by four or five elementary teachers, the elementary schools do not, on a regular and systematic basis, reach out to parents to engage them in the education of their children at home or at school. For a more detailed discussion of the amount and kind of parent involvement in the elementary curriculum at home and in school, the reader should turn to the sections of this Program Description that address Parent Involvement and Continuity. A brief summary

of those activities and program goals follows.

From time to time, parents visit elementary school classes to present their hobbies, report on travels, or talk about a vocational skill with the children. Teachers report that this enriches the curriculum for the children. The BES staff has completed an interest/needs assessment of parents with elementary-age children; data from that assessment is being compiled into a Parent Interest Inventory Booklet which will be distributed to all teachers in the fall of 1980. The inventory lists the names of parents in the community who are available to participate in classrooms. It lists what they would feel comfortable contributing and how they would like to work with children at school.

To encourage parent participation in the elementary school classrooms, the principals will put an announcement in the newspaper this fall asking parents who would like to be hired as substitute teachers during the year to apply for inclusion on the substitute teacher list.

The principals wish to make the schools an attractive place for parents to come. To this end, the schools will be made available for social and recreational activities in the evenings and on weekends starting in the fall of 1980. The principal of the K-3 school plans to institute school plays, choral concerts, and a science fair for parents. She is planning to start with two such events in the coming school year.

A major BES Program effort to involve parents in the education of their children at home will be the use of the basic educational skills Parent/Child Activity Cards developed by the Chattanooga Public Schools. This effort is explained elsewhere in this Program Description. It will involve teachers, the BES staff, the facilitator, and parents.

The principals have made plans to distribute the math and reading curriculum objectives for each grade to all parents. The BES staff and classroom teachers, in home visits, individual school conferences, and parent group meetings, will then review these curriculum objectives and demonstrate how the activities described on the Parent/Child Activity Cards can be used at home to help children achieve them.

The BES staff will work with the Reading is Fundamental (RIF) Program to make sure families with children in Head Start and the elementary grades are given books that are age-appropriate and of interest to the child.

For more detailed information about plans and progress regarding the above goals, the reader is encouraged to turn to the sections of this Program Description devoted to Parent Involvement and Continuity.

Teacher Attitudes and Behaviors in the Elementary Curriculum

Discussions with elementary teachers and elementary school principals have revealed a variety of concerns. First, the lack of an identified, coordinated, sequential curriculum in each grade and between grades has caused some students to have already covered the current material in the previous grade, while others have not been adequately prepared to undertake study of the material. Primary grade teachers have stated that they would like to try the learning center approach in their classrooms, but do not feel they know enough about that type of classroom organization to manage it effectively. They also state that some first and second grade classes did try the approach but, because there were too many adults in the class at the same time, the classroom became too noisy for productive learning to take place.

Teachers in the school that houses the fourth and fifth grade report that they feel like doormen and not teachers. The reason is that throughout the day they must make sure that certain of their students leave and attend Title Programs conducted in other locations in the building. The exiting and reentering of Title students throughout the day makes it difficult to present a lesson without interruption. These teachers also report that the students who do not need Title Program help are jealous of those who have an opportunity to leave the classroom. The principal of the fourth and fifth grade school has said that state or federal guidelines require that students leave the classroom to participate in the Title Programs. He stated that the two major educational problems that face his teachers and the school are 1) the absence of a coordinated, sequential curriculum within and between grades, and 2) the disruptions caused by students leaving to attend Title Programs.

The principal asked the facilitator for help in proposing an organization for instruction in the fourth and fifth grades that would solve the problems teachers face when Title students leave. The facilitator was given the class schedules of each teacher. After studying the schedules and reviewing the problem, the BES staff at Far West Lab met to discuss solutions. Three solutions and some related suggestions were generated. A report was written and sent to the principal. After reading it, the principal decided to distribute copies and to discuss its proposed solutions and suggestions with the teachers. (A copy of the report is attached to this Program Description).

As described in detail elsewhere in this Program Description, teachers and administrators from all elementary schools will meet this fall to develop a coordinated, sequential curriculum for each grade that will focus on teaching basic educational skills and related learning attitudes using the Responsive Education Program's processes. Also this fall, pre- and inservice teacher

training will be conducted on how to develop and implement diagnostic/prescriptive teaching using individualized educational plans. As part of this training, teachers will be shown how to use the BES Responsive Education Classroom Observation Instrument to assess the implementation of the BES Program in their classrooms.

In addition to the above, selected teachers in each school, with the help of the facilitator and the BES staff, will convert their classrooms to the learning centers approach. These classrooms will then be used to demonstrate this educational system to the other teachers in the building, so that they can become more familiar with its organization and management. A BES Program goal is to eventually modify all elementary classrooms so that they lend themselves to individualized instructional techniques.

Continuity in the Elementary School Curriculum

As stated before, little continuity existed between Head Start and kindergarten or between elementary school grades before the BES Program started in Eagle Butte. However, since its inception the BES Program has had a significant impact and has caused some major changes that will build curriculum continuity between and within grades, and will foster continuity between the home and the classroom. These developments are presented in detail elsewhere in this Program Description. The following is a list of the changes and proposed changes.

1. Joint teacher training for Head Start and kindergarten teachers.
2. Development of a coordinated Head Start and kindergarten curriculum.
3. Exchange classroom visitations for both Head Start and kindergarten teachers.
4. Transfer of important information about Head Start children and their families to kindergarten teachers.

5. Adoption of the basic educational skills Parent/Child Activity Cards for use by parents and teachers.

6. Joint pre- and inservice teacher training for principals and teachers from the elementary schools.

7. Formation of a "Study for Curriculum Continuity" committee composed of teachers and administrators to ensure curriculum continuity between elementary grades and to create a developmentally based, sequential basic educational skills curriculum for all elementary grades.

8. Publication of "Stepping Stones," a bimonthly BES newspaper that will report on a variety of BES-related efforts by teachers, parents, librarians, principals, students, and the BES staff. This paper will be distributed to all BES teachers and parents, and will communicate the basic educational activities and achievements in Head Start and the elementary school classrooms.

III. The Parent Involvement Component of the Eagle Butte BES Program

The amount and type of a parent's participation in the child's learning at home or at school varies in Eagle Butte. Some parents read to their children, meet regularly with teachers, and are concerned that their children receive a good education. Most parents, however, are not as actively involved. Of these, some do not know how they can help their child's educational development at home. Others believe that the education of their children is the job of the teachers and the school. Some who would like to become more involved feel uncomfortable about venturing into the school buildings. Although the principals of the three schools have said that they would welcome more parent participation, some parents do not feel welcome, others do not know their presence at school is valued, and others do not know where to go or what to do in the school building. As mentioned elsewhere in this Program Description, many elementary school teachers have said that although they would like to see parents more involved in the education of the children, they are uncertain how best to bring this about. Some teachers would like parents to participate in the classroom, if they could provide planned

learning activities for parents to engage in with the children and if they could have an opportunity to orient parents beforehand. A few teachers stated that some parents do not even come to the school on days set aside for teacher-parent conferences. A few teachers make home visits to parents during the school year.

Parents are involved with the Head Start Program in a number of ways. Parents bring their children to the Head Start Center each morning. Some take this opportunity to talk with Head Start teachers and staff. Some parents participate on the Head Start Policy Advisory Committee. Parents are encouraged to volunteer in Head Start classrooms. Parents who volunteer and demonstrate teaching talents are chosen by the Head Start administration to substitute for teachers when they are ill, and are often hired to replace a Head Start teacher who leaves his/her job.

Parents have participated in both Head Start and elementary school classrooms by visiting the class and sharing cultural traditions and rituals, demonstrating special skills or hobbies, and telling students about trips to foreign lands. This is probably the form of parent participation in elementary school classrooms that is most frequently mentioned.

The BES, Head Start, and elementary staff have all stated that more parent involvement in the school and at home is needed in Eagle Butte. As stated above, there are reasons why parents have not been regularly and actively involved in Head Start and elementary classroom activities. Many parents work during the day or, as stated above, do not feel comfortable at school. Another reason for lack of involvement at school and at home is that many parents do not understand why it is important for them to take an active role in their child's education. They do not see the relationship, for example, between their talking and/or reading to their child and the child's development of reading and langauge skills.

Two summer reading programs for children and their parents have been established in Eagle Butte. The first is called "Story Hour." In this program, parents volunteer to tell or read stories to small groups of young children. The second program is "The Summer Reading Program," which encourages children to borrow books to read during the summer months. At the end of the summer, the child in each age group who has read the most books during the course of the summer is given an award. All the children who borrowed books during the summer and their parents are treated to a day of swimming and picnicking at the end of the program. Parents have volunteered to be part of both summer reading programs in Eagle Butte.

Parents in Eagle Butte want their children to learn how to read and to enjoy books. The RIF Program in Eagle Butte has helped parents obtain books for their children.

The BES staff has used a variety of approaches to inform parents about the BES Program and the opportunities it can offer them, their children, and their schools. The BES staff has developed an attractive pamphlet that clearly presents BES Program goals and encourages parents to see themselves as members of an educational team for the benefit of their children. This pamphlet was distributed throughout the Eagle Butte community. A special effort was made to make sure that all elementary school teachers, principals, and parents received a copy. The BES staff passed them out while making home visits.

A second vehicle that the BES staff has developed to inform the community about the BES Program is "Stepping Stones," a BES newspaper. Several parents played an active role in creating this informative bimonthly publication. The purpose of "Stepping Stones" is to help build an informational link between parents and the schools and to let the community know about the BES Program's plans and achievements. The current edition explains the BES Program in some

detail, invites the community to participate in it, and provides articles that tell of happenings in Head Start and the elementary school classrooms. This excellent paper includes articles written by teachers and principals inviting parents to visit their child's school. Also included are articles and photographs that depict classroom activities in all grades and in Head Start. Most of these articles were written by the classroom teachers themselves. One by the elementary school librarian describes the many services that the library offers children. Articles written by parents, Title teachers, and the BES Program Director also appear in the newspaper. "Stepping Stones" has sections devoted to information about the entire Eagle Butte BES community. The current issue has such items as Principals Speak Out; Community Support Systems; Teacher Comments: Head Start - 8th Grade; Student Achievements; The Parents' Page; Student Creativeness; Calendar of Events; Sports; Children's Activities; and the Librarian's Corner.

"Stepping Stones" is distributed to parents and teachers. In addition, all local businesses, social service agencies, and tribal offices are given copies to distribute to clients.

In addition to the BES pamphlet and newspaper, BES staff have been going into the community, meeting with each classroom teacher and making home visits to discuss the BES Project and to develop interest in the program. Many of the BES Program objectives, described in this Program Description, were originally generated from these personal contacts with teachers and parents.

The BES Program's General Parent Involvement Goals

The Eagle Butte BES Program hopes to both increase the amount of parent participation in current programs and to provide ways for parents to become actively involved at school and in the home in developing their children's basic educational skills. This general goal will include three areas of

effort: 1) developing positive attitudes in parents so that they feel comfortable in interactions with the school and have enjoyable experiences in the schools; 2) providing parents with child development information and parent effectiveness training; and 3) providing parents an opportunity, in conjunction with their child's teacher, to plan and select learning activities that the parent can carry out with the child at home.

A. Developing Positive Parent Attitudes Toward and Interactions with the Schools: Continuity

Both parents and school personnel realize that they need to develop better strategies and create improved opportunities for working with each other. (Program goals in this area that focus on the teachers' attitudes and behavior are discussed in the Teacher Attitudes section.) This section will focus on the plans that the Eagle Butte community and the BES staff have made to encourage parents to become more involved with the schools.

The BES staff are currently in the process of completing an interest and needs assessment of all parents. One purpose of this activity is to determine the interests, hobbies, and skills of family members. These assessments can be used to plan how parents can best make their first participative contacts with the school. The information will also be used to provide insights into how the interests and skills of parents can be employed as a base from which to teach basic educational skills to children. It is felt that when a parent's active strengths and interests are used in the classroom or at home, he or she will feel more confident and comfortable participating in educational activities with children.

In addition to the development of a parent interest and needs inventory, Head Start and the elementary schools will provide open houses and social and recreational opportunities for parents to visit the school, meet teachers on

an informal basis, interact with them, and begin to feel more comfortable being in the building.

B. Providing Parents with Child Development Information

In talks with BES staff members, parents frequently expressed the desire to learn more about the stages of child development and ways to select books for their children. Consequently, the BES staff involved the facilitator in the presentation of a workshop for parents on both of these topics.

A workshop was held by the facilitator that demonstrated the qualitatively different cognitive processes used by children at different stages of development. Parents were also introduced to learning activities suited to the developmental stage of their child. As a result of this workshop, parents expressed the desire to learn more about appropriate learning activities that they could use with their child. A series of workshops on child development and the parent's role in early childhood education are being planned to start in the fall of 1980.

A workshop for parents is also planned for the fall that will address how to select books for children and how to read to them. This workshop will be conducted by the facilitator and the elementary school librarians. The librarians will offer themselves to parents as resources to help them select books and other reading materials for the children.

The BES staff are planning to hold Parent Effectiveness Training sessions for interested parents in the Eagle Butte community. It is hoped that these classes will begin early in 1981. Workshops/discussions about child development and child rearing will be conducted by the facilitator throughout the year as part of the facilitator's site visits.

C. Learning Activities in the Home: Curriculum

A third parent involvement goal of the Eagle Butte BES Program is to strengthen the bond between the home and school by engaging parents in meeting the educational objectives in the core basic educational skills subject matter areas. To do this, parents will meet with the classroom teacher either at home or in the school to learn what educational goals the teacher has for the class and what activities the parent can do at home to reinforce the teacher's curriculum objectives.

To aid in this effort, the Eagle Butte BES Program will use the Parent/Child Activity Card Program developed by the Chattanooga Public Schools. Through the Parent/Child Activity Cards, parents are made aware of what the child is learning in school, and receive an explanation of how to do the activity and how the activity benefits the child. Parents are encouraged to do something WITH the child rather than TO the child. The activities are intended to be easy, and require few materials. Teachers and parents will collaborate in selecting those cards that will reinforce classroom activities and will best help the particular child acquire a basic skill. These cards are taken home by the child or parent each week. Selected cards will be used with parent groups to demonstrate teaching techniques. The cards will also be used by teachers or parent volunteers with individual students to reinforce instructional activities in the school. Parent/Child Activity Cards have been developed for children preschool through the fourth grade in communication, reading, and mathematics.

The materials will be adaptable to several delivery options that will be employed by the Eagle Butte BES Program. These include direct service to parents, delivery to the child for take-home by the classroom teacher, and home-visitor delivery. The BES Program will develop a series of parent workshops

and home visits that will show how to use these basic educational skill-building activity cards and give parents practice in using them.

As each basic skill learning activity and a corresponding card is presented, parents will be shown how to teach the activity so that their child not only learns the designated skill but also develops interest in further learning, self-esteem as a learner, motivation, and the other basic skills learning attitudes. The activity cards will be duplicated and distributed to parents in coordination with the child's teacher so that the particular activity done by the parent with the child at home will reinforce the teaching in the classroom.

Coordinated with the use of the Parent/Child Activity Cards, especially in Head Start and the early grades, will be the development of a parents' lending library of educational skill-building games, materials, and resources. Plans are being developed to house this library in an empty building in Eagle Butte and to gather materials that can be used to teach basic educational skills to children in Head Start through sixth grade. Parents will be encouraged to use this library whenever they wish. They will be taught how to use the games and resources appropriately as part of workshops and individually by the librarian. Teachers will use the library as a resource for materials that they can recommend to parents to use when their child needs tutoring or special help in learning a certain educational skill. The BES staff will help parents become aware of the library and its resources, and will work closely with the librarian to set up parent workshops.

A major goal of the Eagle Butte BES Program will be the development of ongoing parent-teacher relations. Formal and informal parent-teacher conferences and meetings will be planned. Teachers will be helped to see how they can encourage parent participation in the classroom and at home and make such

participation a rewarding and productive experience for parents and children. Parents will be welcomed into the schools, libraries, and classrooms. The periodic teacher-parent conferences will be scheduled either at school or in the home and will provide teacher and parent with an opportunity to plan how they, as a teaching team, can enhance the education of the child.

At these teacher-parent meetings, the teacher will learn more about the interests, cultural traditions, and skills of the family. The family's cultural background and skills will be used by the teachers in a number of ways. First, the family's interests and everyday experiences will be used to show parents how their own life styles can become foci for teaching basic educational skills to their children at home. Secondly, the teachers will use the interests and assets of parents, whenever possible, to enrich the classroom learning experiences of the children. As stated above, parents come to the classroom from time to time to share with children their hobbies, culture, travels, and interests. This current practice will be developed and extended by the BES Program to include more Eagle Butte parents in the years ahead.

Parent Involvement: Teacher Attitudes and Behaviors

Although many of the K-6 teachers would like to see parents take a more active teaching role with their children, they do not seem to feel confident about their ability to reach out to and involve parents. The two principals have stated that they would like more parent participation in the education of children. Parents, as noted above, often do not feel comfortable or welcome in the elementary schools.

The principals of the elementary schools have requested that the BES staff set up fall workshops that would give teachers skill in structuring parent participation, methods of involving and communicating with parents,

making effective home visits, and working with parents as volunteers in the classroom. Parents have said that they don't feel welcome at the school and don't know where to go or what to do when they get there; these workshops will help teachers and principals make plans for overcoming these barriers to parent involvement, and will help to make visits to the school more attractive and purposeful for parents and teachers.

IV The Teacher Attitudes and Behavior Component of the Eagle Butte BES Program

Through presentations to groups of teachers, in meetings with individual teachers, and while conducting an extensive interest/needs assessment of teachers, the BES staff presented and discussed the goals and objectives of the BES Program with all teachers in Head Start and the elementary schools, kindergarten through the sixth grade. Particular attention was paid to explicating the four program elements.

An indication of the teachers' interest in the Eagle Butte BES Program was their willingness to write articles about their classrooms for the BES newspaper "Stepping Stones." Parents and teachers worked together to develop the newspaper.

The school principals have been very cooperative. Each has, on several occasions, indicated to the facilitator the need and potential they see for Eagle Butte's Basic Educational Skills Program.

Teacher Attitudes and Behavior, Curriculum and Continuity

The Head Start and elementary school principals and teachers in Eagle Butte are aware of the need for overall educational program coordination and improvement. As stated above, the kindergarten through third grade is housed in a school building adjacent to the building that contains the sixth through twelfth grades. The fourth and fifth grades are housed in a school building

three-fourths of a mile away. The Head Start Program is located three-fourths of a mile from each of the other school buildings. Until the BES Program came to Eagle Butte, there was little effort to coordinate the teaching activities at these three educational sites. As a result, little continuity existed between Head Start and kindergarten or between third and fourth grade or fifth and sixth grade. Both teachers and principals recognize the need to develop a coordinated, developmentally based, continuous, sequential curriculum that begins in Head Start and continues through high school. Several teachers have remarked that, depending upon the preceding teacher's curriculum offering, some students will have already had the learning experiences they plan to offer, while others are not educationally prepared to undertake them.

Working with the facilitator and the BES staff, the principals of kindergarten through sixth grade will organize a "Study for Curriculum Continuity." This will be a major effort that will include teachers, parents, and the leadership of the Eagle Butte educational community. Its stated goals are:

1) To provide continuity in curriculum and administration between Head Start and kindergarten, between third and fourth grade, and between fifth and sixth grade. (This focuses on transitions between schools.)

2) To create a developmentally based, sequenced, and coordinated curriculum from Head Start through the sixth grade. (This focuses on curriculum continuity between and within grades, and on the "match" between teaching approaches and the child's developmental needs.)

3) To develop and implement models of classroom organization and teaching methods that demonstrate approaches to an individualized educational program. (These demonstration classrooms will be used to teach other teachers in Eagle Butte how to be effective in a classroom that is organized and administered according to the Responsive Educational Process of Far West Laboratory. At least one model classroom per school will initially be set up to demonstrate the model so that other teachers can learn how to implement it in their own classrooms.)

4) To distribute the Child/Parent Activity Cards to teachers and to provide parents with orientation and training in their use to reinforce the classroom basic educational skills curriculum.

The principals of the elementary schools in Eagle Butte plan to start this teacher training and development plan in the fall of 1980. It will begin the last week in August, and will be the core of a preservice teacher training week. Thereafter, as stated above, one half-day each month will be set aside for principals, teachers, the BES staff, and the facilitator to continue this "Study for Curriculum Continuity."

Teachers and principals have stated that several additional problems must be faced. Some teachers in Head Start and the elementary schools would be interested to learn more about the learning center approach to teaching and classroom arrangement. Others are reluctant to try an approach with which they are not familiar or which they have never observed in action. Some teachers prefer to keep the students, for the most part, sitting at tables (Head Start) or at their desks (elementary schools). The principals reflect this combination of desire to investigate an alternative mode of instruction and hesitancy to make changes with which they are not familiar and which may result in loss of classroom control and productive learning.

A similar and intimately related feeling was expressed by teachers regarding their desire to develop individualized educational plans for their students. Currently, a system that uses activity cards, graded for difficulty, is being employed to individualize the elementary math and reading programs. This procedure also includes a record keeping system to track the achievement and progress of each child. The system will be expanded and developed by the BES Program to include all the BES curriculum areas and learning attitudes. To a large extent, it is only through the use of the math and reading activity

cards that the elementary education is individualized to meet the needs of the child. Although they may wish to increase the amount of individualized planning and instruction, most teachers do not know how to do so and are predictably reluctant to try an approach that they may not be able to make succeed because they lack training in and exposure to that approach. An important prerequisite, mentioned by teachers and principals, to changing their classrooms, developing learning centers and in general establishing a more individualized basic educational skills curriculum is the opportunity to observe classrooms that are set up and functioning in that manner. Many of the teachers have stated that they are willing to try a new classroom arrangement and teaching approach, but will not be comfortable enough to make the change without sufficient preparation and training including a personal opportunity to observe such a classroom in action and to talk with the teacher so as to better understand the details of classroom management.

Currently, in grades K-3 as many as four adults work in a classroom at one time. These adults are: the class teacher, an aide, and a Title I teacher and aide (or parent). The principal reported that having so many adults in the classroom creates too much noise; she is working with her staff to find ways to reduce the number of adults to no more than two. At one time, a learning centers approach was tried in grades K-3. But because of the large number of adults in the classroom and the resulting noise and confusion, the learning centers approach was dropped for all except kindergarten. Now there is a desire to convert grades 1-3 to an individualized learning center approach. The principal has set this as her goal, and has asked the facilitator to provide training and guidance for her and her staff so that a successful and productive learning centers approach can be instituted at her school.

Teacher Attitudes and Behavior, Parent Involvement

BES staff made home visits to inform and encourage parents to attend parent-teacher conferences and become more aware of what their child is doing and how they can reinforce school activities and educational goals at home.

Teachers have expressed the need to mount an information campaign directed toward parents and the community that stresses the importance of staying in school and explains the values and opportunities that an education can bring to a person's life. Teachers believe that parents and the community in general do not sufficiently encourage students to get an education. In some cases, it is seen as advantageous to drop out of school, find work, and get paid. The benefits of getting an education, teachers feel, are not sufficiently stressed. The practice of social promotion has resulted in children being passed on to the next grade without completing the academic requirements. These students then enter grades where they cannot do the work; they become behavior problems or drop out of school.

The teachers have stated that if the BES Program expects parents to participate in the school and with the curriculum and teachers, parents need to be prepared for this kind of involvement.

A major focus for BES Program and training activities will be to help teachers gain the skills and attitudes that they need to engage parents in a productive teaching partnership. The principals and several teachers mentioned the need to develop approaches to involve parents and to become more aware of how they, as school people, unwittingly have discouraged parent participation. The BES staff will work with the principals and selected teachers and parents to plan a workshop for teachers that will inform them of how parents feel about the schools and the education of their children. The training for teachers

will focus on 1) how to communicate effectively with parents, 2) how to conduct parent-teacher conferences, and 3) how to use parents as resources in the classroom. A special methodological aspect of these workshops for teachers will be role playing and role modeling to sensitize teachers to the effects of their verbal and non-verbal behavior on parents. The intent is to have teachers understand the impact of their words and behaviors, and to learn and practice new ways of talking with parents.

The K-3 elementary school principal noted that her teachers believe that the children need more drill work; she believes that her teachers need to become aware of the other ways children learn. She has asked the Eagle Butte BES Program to develop training for teachers that will focus on the developmental tasks of children six through ten, showing teachers how to teach in ways that match how children learn. Several teachers have requested similar training. The BES staff has contacted the local state college about this need, and the college has agreed to create a credit course for the elementary school teachers of Eagle Butte that will focus on the teaching/learning match for primary school children. The facilitator will work closely with the instructor of the course and the BES staff to supplement and enhance the course work. This course will be taught in the fall of 1980.

The teacher needs assessment conducted by the BES staff revealed several other areas for training and program development. They include:

- The culture of the Lakota Indian and how it can be used to enhance learning
- Inter-staff sharing of teaching techniques.
- Learning how to team teach and effectively use Title teachers and aides
- Observing and evaluating children for the purpose of writing individualized education plans

- How to teach the slow learner to include setting up peer tutoring situations
- Developing a sequential and coordinated science and social studies curriculum, K-6
- Strengthening the teaching of reading and language arts, K-6
- How to construct self-teaching kits for students and how to obtain self-instructional basic educational skills units that children can use in the classroom (similar to the math and reading cards currently used)
- How to make productive and effective home visits.

At a meeting called by the BES staff and the facilitator to discuss BES Program goals and the outcome of the needs assessment of teachers, the principals of the K-3 and the 4-5 school decided to implement the "Study for Curriculum Continuity" described above, and to devote the fall 1980 preservice teacher training and, thereafter, one half-day each month to the combined training of their staffs. This is the first time that the principals from these two schools have planned joint staff training. At this same time, the principals agreed to work with the teachers to create a developmentally appropriate, coordinated curriculum from kindergarten through fifth grade.

V. The Continuity Component of the Eagle Butte BES Program

The BES Program represent an approach whose time has come in Eagle Butte. The Basic Educational Skills initiative directly addresses problems that the Eagle Butte educational community has heretofore not solved, but realizes it must in the next few years. Although it may already be apparent to the reader, nowhere is the potential efficacy of the BES effort more apparent and sharply focused than in a discussion of continuity in Eagle Butte.

Before the BES initiative in Eagle Butte began, the community faced (and still faces) several significant problems. The following section will present each of these problems in detail, describe the initial impact of the BES program on them, and outline goals for the future. The problems this section will address are:

1) Continuity Between Educational Agencies
2) Continuity Between Schools and Grades
3) Continuity Between Schools and the Home
4) Student Absenteeism

1) Continuity Between Educational Agencies. In Eagle Butte, two administrations are involved in the education of the community's children: 1) Head Start operates a preschool program; 2) the Cheyenne Eagle Butte School Board operates the K-12 school. The Cheyenne Eagle Butte School Board consists of 95-561, the Eagle Butte Independent School Board, and the Bureau of Indian Affairs.

When the BES Program was launched in Eagle Butte, the BES staff expended a great deal of effort to make sure each of the educational agencies and the Lakota Tribal Council (which coordinates several educational efforts and is responsible for hiring some of the teachers in Eagle Butte) clearly understood the purpose of the BES Program and how it could help the children, parents, and educational institutions of Eagle Butte. As part of this orientation to the BES Program, the BES staff carefully selected the most influential leaders and representatives from the Tribal Council and the three educational institutions to be members of the BES Policy Advisory Council. Soon after parents, teachers, and educational leaders were selected, the Policy Advisory Council began monthly meetings. The importance of these meetings to the Eagle Butte Community

cannot be overemphasized. In talks with members of this committe, the facilitator learned that these meetings constituted the first time that key representatives from all constituents in the educational community had ever sat down together to coordinate the education of the children in Eagle Butte. Parents, principals, the Head Start Director, teachers, and the BES staff have told the facilitator several times that the BES Policy Advisory meetings are a significant breakthrough for education in Eagle Butte. The BES Policy Advisory Committee is addressing itself to coordinating the efforts of the educational agencies so that the educational needs of the community can better be served. One of the first problems this committee chose to consider was that of student absenteeism. At the request of the BES Policy Advisory committee, the BES staff set up meetings to study this problem and propose solutions to it. As a result of these meetings, the need for a more coordinated and vital curriculum for children and families became evident. The BES PAC has decided to explore ways that the educational institutions can involve parents and the rest of the community to provide a better education and encourage students to stay in school.

As a result of the BES effort, in the fall of 1980 Head Start and kindergarten teachers will participate together for the first time in preservice and inservice staff training. Preservice and inservice training and curriculum coordination will become the joint endeavor of teachers and principals in the K-3 and 4-5 schools. This will be the first time that these two staffs will have met for training and curriculum coordination.

2) Continuity Between Schools and Grades. The Head Start Director and principals have openly stated to the facilitator that although there was a felt need to coordinate curricula and student transition, little time was available to fill this need. These educational leaders have stated that, in addition to

the need to coordinate curriculum between Head Start and kindergarten and between the first through sixth grades, there is a strong need to create a developmentally based, sequentially developed, individualized curriculum in all subject matter areas for children from Head Start through high school.

The Eagle Butte educational community is grateful to the BES staff and its work, for they see this program as the catalyst responsible for bringing them together to plan curriculum continuity throughout the preschool and elementary curriculum and between schools. The "Study for Curriculum Continuity" outlined elsewhere in this report is one of several steps that the BES Program has taken to meet the community's need to provide curriculum continuity.

The BES staff have also convened meetings between Head Start and kindergarten teachers and administrators. These meetings have focused on formal and informal ways that Head Start and kindergarten teachers can exchange information about students who will enter kindergarten from Head Start. A second focus of these meetings has been to provide continuity in curriculum and teaching approaches between Head Start and kindergarten.

At the last meeting, Head Start and kindergarten teachers discussed the kind of information about each child that kindergarten teachers would find useful. Several categories of descriptive information about the child and the child's family were identified. Currently, a form for this information is being created, which Head Start teachers will complete and give to kindergarten teachers. It was felt that it would also be useful for Head Start and kindergarten teachers to meet, go over the content of the form, and discuss the child and the child's family in more detail.

Visits to Head Start by kindergarten teachers and to kindergarten by Head Start teachers are currently being planned for early fall. These visits will serve to familiarize kindergarten and Head Start teachers with what each

other is doing with the children. The visits will be a first step toward joint Head Start and kindergarten curriculum planning and coordination.

This spring, each Head Start teacher took her class of Head Start students to kindergarten to spend the day. The purpose of this visit was to introduce the Head Start children to the new building, the new room, and the teacher they would be spending time with this fall. The children had an opportunity to meet, talk with, and spend time with the kindergarten teacher. They also participated in the kindergarten classroom with the kindergarten students for part of the day.

It should be noted that before the efforts of the BES staff in Eagle Butte, few attempts had been made to coordinate the transitions of students moving from Head Start to kindergarten or between grades in the schools. And even though there was a felt need expressed by all concerned, few attempts had been made to coordinate subject matter curriculum between grades and schools. The efforts of the BES staff in Eagle Butte have been responsible for these initiatives so clearly needed in the community.

3. Continuity Between Schools and the Home. Although kindergarten teachers ride the bus that takes their students home each day; although two days each year are set aside by the elementary schools for teacher-parent conferences; although three of four elementary school teachers do make home visits; still, the principals, teachers, and parents of Eagle Butte have stated that the amount and quality of home-school contact and coordination are limited and need significant improvements. Currently, there is some parent contact with the school when parents volunteer to accompany a class on a field trip or come to class to present a hobby or show a film; and when some teachers send notes to parents, half-way through the quarter, that show where the child needs help and in what areas the child is making progress. Also, parents have been invited to attend special classroom activities presented by the students, such

as a powwow, a chili, wajapi, and fry bread lunch, a band concert, and class plays.

In summary, although there are a variety of efforts to build a bond between the school and home in Eagle Butte, there is currently no overall program that has the broad-based and active support of both parents and teachers. However, planning for such an effort has begun. As stated elsewhere in this Program Description, the BES staff have recently completed a needs/interests assessment with Head Start and elementary school parents. This assessment sought, among other things, to find out how parents might like to participate with the teachers and classes. As a result of this needs assessment and the one conducted with teachers, it became apparent that both teachers and parents desired and needed to learn how to relate to each other. This is discussed in more detail in the section of this Program Description devoted to the Parent Involvement Component.

Also mentioned in the Parent Involvement section is the effort being made by the BES staff to develop a Parent Resource Booklet listing the names of parents in the Eagle Butte community who are willing to share their hobbies and special interests with children in the classroom. This booklet will be published and distributed to all Head Start and elementary school teachers. The purpose of this effort is to broaden a volunteer initiative already underway in Eagle Butte, whereby parents visit classrooms and make presentations.

The bimonthly BES newspaper, "Stepping Stones," discussed elsewhere in this Program Description, is a BES effort to inform parents about curriculum activities in Head Start and the elementary grades and, in general, to provide a vehicle for presenting the educational ideas, plans, and activities, suggest activities parents can do at home to develop their child's basic educational

skills, identify and describe social, recreational, and support services offered by the schools for parents, present a calendar of activities, and include reports from school teachers and principals.

The BES staff, with help from the facilitator, have located materials published by the Chattanooga Public Schools and the Home and School Institute of Trinity College. These materials provide well-organized activities that parents with children Head Start through sixth grade can do at home to develop their child's basic educational skills. The BES staff plans to hold workshops for parents and teachers to introduce these materials. Special emphasis, as described elsewhere in this description, will be placed on the basic educational skills Parent/Child Activity Cards. These cards will be passed out at the workshops to teachers and parents. The activities will be described, and parents and teachers will have opportunities to practice their use and plan how to adapt them to the classroom curriculum and for use in the home. The BES staff will guide and coordinate the implementation of the Parent/Child Activity Cards Program effort with teachers and parents.

In the fall, the principals of the elementary school will distribute to parents the math and reading curriculum objectives for each grade. These will be reviewed with them by teachers during the parent-teacher conferences, and mailed with the report card.

The principal of the K-3 school would like to have either a play, a choral concert, or a science fair to be held twice a year for parents.

These various efforts will be made to reach out to parents. It is understood that no one approach will work with all parents. Therefore, several different approaches have been planned to gain the participation of parents at school and in the home. It is believed, however, that the key to the success

of these efforts lies in preparing teachers and parents to work together by giving them the skills to do so, and by fostering within each an appreciation of the other's point of view.

4. Student Absenteeism. As mentioned above, the BES Policy Advisory Committee meetings in Eagle Butte have brought parents, teachers, and the educational leaders of the community together for the first time to talk about common concerns and develop cooperative educational plans. A common problem discussed at great length during the first meetings of the Advisory Committee was the number of elementary students who are frequently absent from school. One of the major educational problems in Eagle Butte is getting children to attend school.

Although most parents want their children to have basic educational skills, many do not see a relationship between schooling and later employment opportunities and quality of life. In Eagle Butte, for most families, the agricultural and livestock business has been a way of life for generations. Working the land, either on ranches or farms, or work in federally sponsored programs provides the income for most families in the Eagle Butte community. Most families expect that their children will grow up to take jobs on farms or ranches in the area. Most youngsters look forward to an agriculturally related work life. Since work on a ranch or farm does not require some of the skills learned in school or a high school diploma, the relationship between schooling and work is not directly or strongly perceived. Also, since paid jobs are available to teenagers, and since added income can make a real difference in the standard of living for many families in Eagle Butte, the younger children often see teenagers drop out of school to work.

Although this pattern of life does exist in Eagle Butte, there are signs that values are changing. Some parents are beginning to move off the reservation to new communities where work is not primarily agricultural. Other parents and older children are beginning to think about living their lives off the reservation. This is especially true for those families who feel that Lakota tribal customs, language, and bonds are weakening. Some Lakota wish to remain on the reservation, to maintain and strengthen their ties to their culture and their people. Many Lakota have mixed and often painful feelings about their culture and their personal relations with it. They feel that the well-being of their people as a culture is in severe danger. They feel the constant influences and cultural pressures of the outside non-native American world. They are in the difficult position of involuntary cultural transition, where despite what they may long for in their lives, external pressures seem to be inexorably divorcing them from their culture and imposing different values and ways of living. Some of these Lakota give up their lives on the reservation and move away. Others work to maintain their culture and exercise traditional ways of being. Others suffer in silence.

Some adults in the community, aware of the changes taking place in their lives, realize that the future of their children may be less bound by the traditions and ways of the past than have been their own. These people realize that when children are absent or drop out of school, they lose the chance to make themselves educationally eligible for the new choices that a different life will bring to them. They worry that, as adults, some of their children may wish to take jobs for which they were not prepared because they, and possibly their parents, did not value school achievement highly enough.

Many parents and educational leaders in Eagle Butte recognize that in a changing world a good education increases a child's chances of leading a happy and productive adult life. To them, a major outcome of the BES Program will be to mobilize the energies and commitments of schools, teachers, and families so that they can enrich school experiences, strengthen in parents and children the value and meaning of education in their lives, and thereby reduce the absenteeism and dropout rates.

The BES Policy Advisory Committee has made this one of its major goals, and has already begun to study how the entire Eagle Butte community might work to enhance the value of going to school and getting a good education. The committee has decided to sponsor monthly meetings to discuss the problem of absenteeism and plan a coordinated social service and educational approach to preventing it. The first of these meetings has been held. It involved the school principals and representatives from community social service agencies, the Tribal Council, the Juvenile Justice System, and the Title IV Absentee Program. These leaders believe that the fundamental relationship that a child has with school must be strengthened and that this basic continuity between education and the child can be achieved only if the entire community recognizes its importance and works together to achieve it.

The Facilitator

The Far West Laboratory for Educational Research and Development (FWL), the facilitator for the Eagle Butte BES Project, has for the past 10 years been refining and implementing its Responsive Education Program (Responsive Model). The Laboratory has provided training and technical assistance in many parts of the world, particularly to Head Start and Follow Through Programs in the United States.

The Responsive Model represents a truly interactive approach to learning and is grounded in experiences with children from birth through the early school years. Parents are an integral part of the model; rich teacher/parent relationships are seen as crucial to the child's attitudes toward learning and the learning environment. Cognitive development is seen as the most important part of a child's life, having a bearing on all other developmental domains.

This model is both Developmental-Interactional and Developmental-Cognitive in nature. The teacher's role is that of an analyzer of 1) child behavior, and 2) the physical and social milieu of the classroom. The teacher participates actively in organizing learning experiences, guiding children's discoveries, and creating individual and group experiences to meet development needs.

The model is deeply grounded in child development theory, enabling teachers to be artful observers and skillful intervenors. Developmental stages are used to illuminate the needs and behavior patterns of children. The content of the curriculum is flexible to meet individual needs, and is based on a developmental understanding of children and on learning tasks. Teachers and children both initiate interaction, and the curriculum has been designed with a focus on spatial rather than temporal structures. Special emphasis is placed on children's active experience with materials, in order to create learning based on understanding. Intellectual development is viewed not as an isolated entity, but as one of six development domains (also including social-emotional, linguistic, moral, physical, and psycho-sexual). These domains are intimately related one to another, and are appropriate content areas for curricular considerations.

The Responsive Model sees the style used by teachers, parents, and other adults for their interactions with children as <u>lessons</u> in how to view and be viewed in the world. Children gain their emotional and social skills, opinions, and world views partly from the way they are treated while performing tasks.

The Responsive Model has three goals:

To support cognitive development by promoting the development of problem-solving abilities that enable learners to think creatively and critically and produce effective solutions to problems.

To support healthy self-concept by encouraging learners to use their own ideas, values, and learning styles productively so that they see themselves realistically and have confidence in their potential for growth.

To support cultural pluralism by promoting the development of attitudes and behaviors that enable learners to 1) understand and value ethnic and cultural diversity, and 2) interact equitably in a pluralistic society.

The three goals of the program define the conditions of a Responsive Learning Environment. Whatever the curriculum content, a Responsive Classroom has these characteristics, which are recognized as the principles of the program for children:

- Children's experience, backgrounds, and interests are assets.

The Responsive Approach is based on the assumptions that a) learning is most productive when founded on existing skills and interests, and b) children of all ethnic and economic groups come to the classroom with valuable experience and ways of doing things.

- Children develop increasing responsibility for their own learning.

While teachers provide support to the degree that children need it, they strive to help children become self-motivating and self-regulating in the process of formulating and solving problems.

- Children learn skills and concepts through meaningful, integrated learning experiences.

Learning experiences are developmentally appropriate and are based on the children's interests and real-world needs. Academic skills (e.g., reading, computing) are presented as important tools for problem solving; a learning experience usually incorporates a variety of academic skills.

- Children share knowledge and ideas.

Children learn to use others as resources and to respect different points of view and different ways of doing things. They interact productively to raise and resolve social issues.

When the goals and principles are implemented, the classroom is organized to permit individual, small-group, and large-group activities. Children are offered choices of activities through learning centers or other arrangements. Materials appropriate for a variety of learning modes are placed within easy reach.

The program is implemented through the staff development of adults working in the classroom. Staff development can be conducted either by Responsive Model staff or by local staff developers who receive training in the program. Books, films, handbooks, and other materials supplement the staff development.

A major objective of the model is to support child, family, teacher, and institutional behavior that promotes the child's growth, development, and attainment of educational abilities to successfully meet his or her own needs and those of society. An essential feature of the program is the linkage with parents, who are seen as a vital, integral part of their children's learning.

The Responsive Model's Parent Involvement Component has three purposes. The first is to create a link between the school and the home and community that facilitates children's learning.

The second (and related) purpose is to provide additional resources within the classroom. Parent participation in classroom activities not only allows for increased individual attention, but also serves as a means of bringing the knowledge and experience of the community and of the variety of ethnic and cultural groups within it directly into the classroom. In this way, the Parent Involvement Program supports the program goal of expanding children's interaction with people of different cultures and enhancing their understanding and valuing of cultural diversity.

The third purpose is to expand community support for education. Parents can have an impact on education by increasing their participation in policy-advisory and decision-making bodies.

A fourth purpose of the Responsive Parent Involvement Program is to extend learning activities into the home. Parents are natural teachers of their children. By participating in programs such as the Toy Library, the Parent/Child Learning Center, and Child Development Training, they can learn to facilitate learning games and activities at home.

APPENDIX A

REPORT TO GERALD STAPERT

SUPERINTENDENT EAGLE BUTTE PUBLIC SCHOOL #20-1

May 23, 1980

Report To: Gerald Stapert, Superintendent
Eagle Butte Public School #20-1

From: The Basic Educational Skills (BES)
Staff of Far West Laboratory

Regarding: The Organization of Instruction:
Suggestions for Your Consideration

May 23, 1980

The BES staff at the Far West Laboratory met to study the class schedules for grades 4 and 5 at Eagle Butte Public School #20-1. The staff members studied the classroom, resource room and reading lab schedules you mailed to us and then met together to discuss the schedules and the problems you mentioned when we last met in Eagle Butte. The conclusions from that discussion follow.

The problem presented seems to be a "systems problem" and not easily solved at the classroom level. The following suggestions incorporate and are based upon several principles that were presented in discussion with several of your teachers. We believe these principals are important to uphold in any change that might be made at your school. These principles are: 1) all the experiences that a child has at school should be harmoniously coordinated to meet the learning interests and needs of the individual child; 2) all children should have an equal opportunity to engage in similar activities (all the children should have the chance to do special projects or engage in special activities. Whether these activities take place inside of or outside the classroom. No group of children should be singled out from their peers to have individualized learning experiences when other students are not allowed individualized learning experiences); 3) either the Title and resource teachers should work with their students within the self-contained classroom or all children should have out-of-classroom learning experiences like the Title students currently do; and 4) whatever modification or adaptation is made in the organization of the school, the actions taken in implementing those modifications should reflect and be a logical extension of the planned vision. (Means should be compatable with overall plan, goals and system).

After reviewing the various class schedules, the conclusion reached by the BES staff at Far West Laboratory is that the classroom teachers are currently caught between two systems: 1) the self contained classroom, and 2) the classroom as home room. It is our opinion that a clear choice must be made about what model will be used, and that class activities consistently reflect whatever choice is made. Below is a list of possible rearrangements of the school's operations that could ease the stress on

teachers and make it possible for the students who need to be challenged to have a more stimulating day-to-day school experience.

Self-Contained Classrooms

If self-contained classrooms are created, the space in the classrooms would be divided so that several learning centers would be created. There might be reading, math, science, small groups and large group learning centers or areas. The children would spend most of their time during the school day in the classroom. Part of the day would be spent by the children working on learning activities in learning centers while the teachers focused work with a small group of students on a learning task.

The teacher would work with each child in her classroom to develop learning goals and tasks for the child. While the teacher worked with a small group of students, the other students would be working on their learning tasks at the appropriate learning center in the classroom.

The work now done by Title teachers and aides in reading labs and the resources room would take place at a scheduled time in the self-contained classroom. Each child might occasionally spend some time working on a prescribed learning activity or report in some other area of the building.

Classroom as Home Room

This option would organize the school so that each classroom would become a learning center devoted to a special, curriculum subject matter area. The children would, on a regular time scheduled basis, rotate from room to room. Each teacher would be assigned to a room depending upon the teacher's teaching strengths and interest. The teacher would be responsible for developing and teaching the special subject taught in that room. This organization would be similar to the way that many junior and senior high schools are currently run. The students would have a home room that they visit once a day for a short period of time. The rest of the day they would move on a schedule from one subject area room to the next.

To work for the best interests of both the students and the teachers this type of school organization requires that each teacher, most likely the home room teacher, be thoroughly familiar with the day-to-day achievements and schedule of a group of students. That teacher would orchestrate the program of a set number of children. A major responsibility for each home room teacher would be to meet regularly with the other teachers of her students, to be appraised of each student's progress and to make changes in their focus or schedule of studies when it is in the best interest of the child. Half a day each week should be set aside to make time for teachers to meet with each other to discuss the learning progress of particular children. This half day might be scheduled Friday afternoon. The children would leave school at noon on this teacher-meeting day.

The Title teachers and resource room teachers would continue to keep their rooms designed as they are now. The students who need the special help would go to these rooms as part of their daily class schedule.

A Combination of Self-Contained and Home Room Approach

An approach that combines features of the classroom as home room and self-contained classroom systems would provide two days each week (Tuesday and Thursday, for example) for all the classrooms in the school to be organized as self-contained classrooms, and three days each week (Monday, Wednesday, and Friday) for the school to implement the classroom as home room approach.

This approach was selected as a compromise position given the desires of teachers for self-contained classrooms, the desire of teachers to better serve children not in attendance in special programs and the various requirements of Title and special programs for "pull out" activities. This plan is the one felt by the Far West Laboratory staff as the best match to your conditions. In this plan on Tuesdays and Thursdays all children will stay in their classroom all day. The entire day will be scheduled by the classroom teacher. Title and resource staff will be assigned to classes to work with the classroom teacher in the classroom as support staff. The classroom teacher will have the flexibility to design the class in ways they feel make most sense for the total class. Any number of options are

possible. Resource and Title teachers for those two days would become part of the classroom team. For part of one of those days Title and resource teachers will meet together to orchestrate the Monday, Wednesday, Friday program and discuss comprehensive plans.

Monday, Wednesday and Friday will be scheduled so that on these days all teachers will operate resource and special interest centers for all students. Teachers will provide reading, math, art, science problem solving experiences for children of varying abilities. Teachers will be given the chance to develop special lessons and children can be scheduled into various combination of abilities and interests based on the activities available each week. Resource and Title programs will operate as in the past but other children might join those groups. The library will be constantly available for individual work, etc. It is recommended that Friday afternoon be set aside for meetings of home room teachers and Title and resource teachers for coordination of each child's program.

Concluding Comments

These are the three arrangements we suggest for your consideration. You may wish to modify a particular plan to meet your particular school's situation or staffing requirements.

Some additional suggestions -

1) It would seem useful to form a committee of interested teachers and staff to clarify the mandates of the Title and special programs. It has been our experience that the form of those programs can be changed. Many of the "rules" of operation are not rules but interpretations of rules made at local or state levels that can be modified to better meet the needs of the school. This alteration has happened in two school districts in which we have worked.
2) In addition to creating stimulating learning options for the above average students, your school might think of using those students as tutors or teacher helpers both in the Title and resource rooms and in the classrooms.